NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS	School: North 13th St Tech
Chief School Administrator: DR FRANK COCCHIOLA	Address: 300 North 13th St, Newark, NJ 07107
Chief School Administrator's E-mail: fcocchiola@essextech.org	Grade Levels: 9-12
Title I Contact: Bickram Singh	Principal: Patricia Clark-Jeter
Title I Contact E-mail: bsingh@essextech.org	Principal's E-mail: pjeter@essextech.org
Title I Contact Phone Number: 973-412-2068	Principal's Phone Number: 973-412-2230

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

DR PATRICIA CLARK-JETER _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____36_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 40,413,969, which comprised ___97.18%_ of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 41,656,921 which will comprise 99.20% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries for math and LAL teachers	1 and 2	yes	100-100	$259,481
Parental Involvement	3	yes	200-100	$21,254
Academic Support	1 and 2	yes	100-100	$16,640
Instructional Supplies	1 and 2	yes	100-600	$8,231
Professional Development -collaboration	1 and 2	yes	200-100	$18,000
Professional Development	1 and 2	yes	200-500	$6,300
Professional Development -Consultant	1 and 2	yes	200-300	$2,500

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the School wide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/school wide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the School wide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dolores Wallace	Parent Coordinator				
Janice Grimsley	Parent-PTA President				
Patricia Clark-Jeter	School Staff—Principal				
Richard McNanna	School Staff— Vice-Principal				
Dr. Frank Cocchiola	District-Staff Superintendent				
Dicxiana Carbonell	District Staff–Curriculum & Instruction				
Bickram Singh	District Staff–Program Accountability				
Marybeth Landis	District Staff—Math				
John Dolan	District Staff-Career & Technical Ed.				
Grisel Morales	District Staff—LAL Specialist				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Glendora Simonsen	School Staff—Spec Ed CST				
Amir Ressaissi	School Staff—Science teacher, ScIP				
Marybeth Landis	District Staff—Math Specialist				
Maria Piri	School Staff—Guidance				
Mary Larusso	School Staff—Guidance				
Gerald Pagano	School Staff—Guidance				
Dr Zelkowitz	District Staff—Special Needs				
Tatiana Koltsova	School Staff—Math teacher				
Salvatore Lima	Teacher /district Staff – Sc Specialist				
Cathleen Smith	Teacher /district Staff – Soc Stud Specialist				
Erick Perez	School Staff – LAL teacher				
Roland Lucas	School Staff—Math teacher				
Gail Riccardi	School Staff—CTE teacher				
Patrice Wojcik	School Staff—Spec Ed teacher				
Nancy Minneci	School Staff—Resource teacher				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
July 16, 2014	C.O	Administrative Council, Principals meeting, QSAC, Summary of Teacher Evaluations. , Staffing, HSPA Analysis, HIB, Principal Evaluations., Prof. Dev.	**Yes**		**Yes**	
August 5, 19, 20, 27, 2014	C.O	Staffing, New teacher Orientation Schedule, New Formative Evaluation, Policies, Website, Curriculum Matter, Teacher Evaluation. Revisions- Day 1 Program	**Yes**		**Yes**	
September 4, 9, 11, 18, 2014	C.O., WC	Sept 22 Board Meeting, New Staffing, Mentoring, Monthly Meetings, New Science Dept. Chair, Return to district procedures, School Violence Awareness Week, Week of Respect	**Yes**		**Yes**	
October 2, 3, 7, 23, 29, 2014	C.O,	Sch. Improvement, Mentors/Coaches, Monthly meeting, ESL program, PARCC Presentation, NJ SMART, IDE Consultants, SIOP Training, HSPA, Teachscape, SGO, PTA/PTSA, EVVRS Reporting, Student Failure procedure, Code of conduct, Principal/VP Goals, Calibration Update, Lesson Plans, EdConnect Technology inventory	**Yes**		**Yes**	
November 4, 13, 20, 24, 25, 2014	C.O., NT, WC	Staffing, Teachscape, Testing, PARCC, Supv Obsrv., Standard 8 and 9 Naviance for SAT Prep, Summer Institute, End of Q1 LEP Students, NJCAN, JSTOR program, Academic Support, RAC walkthrough, Report Card Data, PD Requests, Student Suspensions and Absenteeism, Lesson Plans, edConnect, Framework for Teaching, Cycle 1 review, Admission Process	**Yes**		**Yes**	
December 2, 10, 18,	C.O, NT	Grading guidelines, Grade book setup, Action plan for	**Yes**		**Yes**	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

2014		implementation, Principals Meeting, Policy Revision, Admission Process, edConnect, PARCC dates, Accessibility Features and Accommodations, Administrative Council Meetings				
January 6, 9, 13, 14, 29, 2015	WC, N13, C.O	Staffing, Grading Procedures, Policy revision, Jan 16 SS PD day, admission process, TOY application Academic Support, AHSA training, SGO, WIA, JSTOR, PARCC Training, Benchmark assessment, RAC reviews, Administrative Council Meeting, IDE, CISCO	**Yes**		**Yes**	
February 5, 12, 27, 2015	CO, N13, WC	Walk-Through, Policy Revision Website, PARCC preparation, administration, creating sessions for math and ELA, Reviewing of Cycle III data, OCR Secondary Admin Checklist	**Yes**		**Yes**	
March 3, 6, 2015	CO, N13	New School Project, PARCC, SGO, RAC3, SIP, Surveys, NJ School Digest, Prof. Dev. Sessions, ESL, Nurses, TNT-TBD, Benchmark Assessments, edConnect, non-tenure recommendations, Replacements for specific subjects, SAT registration	**Yes**		**Yes**	
April 7, 15, 2015	CO	Terra Nova assessment, EOY assessment schedule revisions, Textbook needs, Policy Revision, Non-tenure teachers, replacements for September, April 10 SS Prof Dev day, AHSA, SAT, Student Athlete Cardiac Assessment. Walk-throughs, Curriculum Writing, CTE courses, Timeline for course request, mass enrolling, CTE staff reassignment, Consistency of reporting & dismissal time	**Yes**		**Yes**	
April 29, 2015	CO	Needs assessment, Plan development, program evaluation	**Yes**		**Yes**	
May 5, 2015	CO	Needs assessment, Plan development, program evaluation, Q3 performance, Academic Support, SAT prep, PARCC	**Yes**		**Yes**	

Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	To become a highly effective and collaborative school where all students, staff, parents, and the community continuously strive for greatness.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
   Yes. The programs – curricular, instructional, professional development and parental involvement initiatives were successfully implemented. Minor modifications were made during the year as data was collected and analyzed. One area of challenge is the continuing quest to improve parental involvement.

2. What were the strengths of the implementation process?
   There was a strong accountability process where school and district leaders were held accountable for the completion of specific tasks as outlined in the district action plan. On a monthly basis, school leaders were asked to verify that specific indicators of success were completed by a pre-determined deadline. There were also frequent feedback sessions to monitor the progress of program implementation and to make adjustments when necessary.

   The plan relied heavily on the collection, disaggregation and analysis of student performance data throughout the year. With the implementation of a comprehensive assessment program, students were frequently assessed using locally developed and vendor driven instruments. The data was analyzed to identify and address students' deficiencies. In addition, periodic snapshots of students' performance were made to monitor student progress in all content areas throughout the year. Academic support was then offered to struggling students in a timely manner.

   There was also collaboration among stakeholders-administrators, teachers, parents and other community agencies to implement the plan. Teachers participated in meetings and training on the implementation of key initiatives, such as designing standards based lesson plans and assessments and using an electronic platform to administer periodic assessments. This facilitated more transparency of the process and gaining the support of staff.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

3. What implementation challenges and barriers did the school encounter?
   Even though the school and district have always engaged in the building of capacity to sustain the successful implementation of programs, the limited number of administrators has been over stretched with added responsibilities. Often, timely reports on programs and the one to one dialogue with teachers are compromised as a result. In addition, it was challenging to get students to attend the academic support programs after school. Recruiting staff to work in the additional programs and securing board approval for them in a timely manner also presented challenges.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   The comprehensive assessment program has allowed the efficient collection of student performance data, which was analyzed to identify and address students' deficiencies in a timely manner. Academic support was then offered in the before and after school programs and when necessary, during the school day. Using data to make decisions for placement, developing learning goals for accountability has also strengthened the instructional program. Moreover, there were frequent follow up meetings to monitor the progress and evaluate various initiatives-instructional and professional development.

   The regular use of supplemental instructional software by instructors and students to address deficiencies in math and language arts remained a challenge. There were also limitations on accessing programs due to lack of availability of technological devices such as laptop computers.

   Scheduling staff for professional development during the school day also posed logistical problems because of teacher availability and their other obligations. In addition, staff availability to work in the academic support program before and after school was an issue.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   The district promotes transparency and open processes in the implementation of programs. Teachers joined with administrators to participate in training sessions, which fostered trust and support among staff. There were also face to face training sessions with staff which allowed for candid feedback. In addition, representatives of the teachers' association were members of various school panels, including the School Improvement Panel that monitored the implementation of programs and offered feedback for improvement.

   A concerted effort was made to maintain two-communication among stakeholders. Feedback on academic growth of students was generated and shared throughout the year. Administrators also conducted one to one dialogue with staff to offer technical support throughout the year.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
   The staff was supportive of the school's initiatives. This is indicated in their commitment to improved student outcomes. For its academic performance, the school was recognized as a finalist in the Urban Center for Urban School Transformation in 2012. The school also achieved its performance goals for the past five years.

   Staff participated regularly in ongoing learning in professional learning communities throughout the year with a high degree of collaboration. They also participated in the academic support programs, including Saturdays. In addition, the expectations for students were raised with select students enrolled in AP classes in Mathematics and English for the fourth consecutive year.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
   The community was supportive of the school. More students are requesting enrollment. Parents participated in school events such as attending back to school night, school fair and fund raisers. They also attended monthly meetings to get updates on the progress of the school. In addition, over 95%of them logged into power school to monitor their children's performance.

   Parents provided feedback to the district by completing a survey which was accessed from the district's webpage.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
   Various methods were used to deliver the programs. There was emphasis on small group instruction and tutoring for struggling students that sometimes evolved to one-to-one assistance. The focus was on individual improvement. Technology was also leveraged to improve literacy with a one to one laptop initiative for groups of students. Even though ongoing support was provided to instructors throughout the year, training was done in small groups settings where participants gave candid feedback on the initiatives.

9. How did the school structure the interventions?
   Student performance data was collected and analyzed throughout the year to identify and address deficiencies of individual students. These students were provided with academic support in the before and after school program for an additional hour of instruction in mathematics and language arts literacy. Additional support was also provided for a period during the school day. In addition, supplemental web based software using READ 180 was used for a select population of students.

   Selected incoming 9th graders were also identified to attend a summer enrichment program for 4 weeks of instruction in which they are provided with focused instruction for four hours every day in mathematics and language arts. Emphasis was placed on using technology to improve students' knowledge and skills in the aforementioned content areas. At risk 10th, 11th and 12th graders were also identified and asked to attended summer academic support classes so that they could master required curricular standards at their respective grade levels.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

10. How frequently did students receive instructional interventions?
    Students were identified and offered timely intervention throughout the year in the before and after school program and during the regular school day. Students attended classes for four days per week for additional hour. Select students also attended classes in the summer for four hours a day for 5 weeks. In addition, students attended classes on Saturdays for three hours where they were provided with instruction that addressed their individual needs. Moreover, instructors provided targeted support for students during their regular scheduled classes.

11. What technologies did the school use to support the program?
    There was always the emphasis on the use of technology in the delivery of programs. The assessment program consisted of assessments that were taken online. Students had access to and use computers in many of their courses, especially language arts where they were engaged in research projects. Students also used the TI-84, TI-Inspire calculators, smart boards and document cameras. Web based programs such as Skills Tutor and READ 180 were used to accelerate learning.

12. Did the technology contribute to the success of the program, and if so, how?
    The use of technology had a tremendous impact to teaching and learning. The quality of instruction improved with the use of access to Internet resources, Moodle and the smart board. Instructors researched and shared resources, lesson plans and planned interdisciplinary projects in the professional learning communities. Student engagement also improved with improved academic outcomes. Students worked more independently and took more control of their learning. With real time access to their performance, they continuously monitored their progress and made adjustments in a timely manner.

    Access to technology also accelerated the turnaround time to identify and address students' deficiencies based on assessment data. The collection, disaggregation and analyses of data led to timely decision making in the improvement of key programs.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 11	9	14 Local assess.	Students were provided with support prior to the results of state assessments. They attended summer academic support classes and received individualized support for an hour in the before and after school program.	Students attended academic support programs after school and were provided with in class support. Many improved in their performance-as of Q3, only one student was still struggling in semester 2.
Grade 12	3	1	Students were provided with support prior to the results of state assessments. They attended summer academic support classes and received individualized support for an hour in the before and after school program.	The interventions were successful. All students were proficient on the state test except one who is exempt from passing.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 11	28	88 Local assess.	Students attended summer academic support classes and were provided with individualized support based on their scores in each standard. They also received additional instruction for a period during the school and an hour in the afterschool program.	Students attended academic support programs after school and were provided with in class support. Many improved in their performance-as of Q3, seven students were still struggling in semester 2.
Grade 12	24	25	Students attended summer academic support classes and were provided with individualized support based on their scores in each standard. They also received additional instruction for a period during the school and an hour in the afterschool program.	The interventions were successful. All academic performance goals were achieved by all subgroups in mathematics. Nine students (5.9%) graduated via the AHSA process in 2013-14. In 2014-15, 11 students will graduate by completing the AHSA process.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 9	16	19	Students were provided with targeted instruction in summer school remedial classes for two hours a day for 30 days. They also received support during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. In 2013-14, no student failed ELA09. As of third marking period in the 2013-14 school year, one students failed in Q1, one in Q2 and three failed in Q3.
Grade 10	7	7	Students were provided with targeted instruction during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. As of third marking period in the 2014-15 school year, no student failed in Q1, one failed in Q2 and none in Q3.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 9	39	39	Students were provided with targeted instruction in summer school remedial classes for two hours a day for 30 days. They also received support during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. As of third marking period in the 2014-15 school year, 9 students failed in Q1, 8 failed in Q2 and 16 in Q3. Six students failed in at least two marking periods.
Grade 10	25	32	Students were provided with targeted instruction in summer school remedial classes for two hours a day for 30 days. They also received support during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. As of third marking period in the 2014-15 school year, 21 students failed in Q1, 27 failed in Q2 and 20 in Q3. Only four students failed in at least two marking periods.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	Grades 9-12	**Using Research based Instructional Strategies** -Cooperative Learning -Homework and Practice - Setting Objectives and Providing Feedback - Reinforcing Effort and Providing Recognition - Summarizing and Note Taking - Identifying Similarities and Differences - Nonlinguistic Representations	Yes	Improved student performance on local and state assessments Differentiation of lesson design and delivery to address diverse learners Standards based lesson plans submitted Effective ratings on observations	Struggling students were identified and addressed in a timely manner. They attended academic support programs which improved their performance. For all completed courses in semester 1 of the 2014-15 school year, only 4 students failed their courses, including one in mathematics. Students continued to perform well on the state test. For the four years, the school has achieved its performance targets. Students also took the AP Literature and AP Calculus exam in 2015.
ELA Math	Grades 9-12	**Using student assessment data to improve teaching and learning** - Continuously using student data (formative and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	Yes	Use of EdConnect to administer benchmark assessments Collecting and analyzing assessment student performance data Developing performance trend of students in class and school, including disaggregation of data by subgroups	Students' individual needs were identified and addressed in a timely manner. Interventions were implemented and the student progress was monitored. All instructors logged into EdConnect and used performance data in their classroom to inform their instruction.
ELA	Grades 9-12	**Teaching students to examine their own data and set learning goals** - Explaining expectations and assessment criteria. - Providing feedback that is timely, specific, well	Yes	Developing students' performance targets Students monitoring their performance in each course and making adjustments to their learning	Students monitored their progress throughout the year. Over 95% of them logged into Power School to get feedback and follow their progress in their courses.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		formatted, and constructive to students - Using students' data analyses to guide instructional changes. - Monitoring progress and making adjustments.			
ELA	Grades 9-12	**Providing explicit vocabulary instruction** - Dedicating a portion of regular classroom lessons to explicit vocabulary instruction.	Yes	Students used new words in a variety of contexts through activities such as discussion, writing, and extended reading. Students became independent vocabulary learners.	Students participated in independent research projects and gave class presentation to demonstrate mastery of content. They also improved in their performance in classroom assessments-All students were proficient on the state test. Only two failed semester 1 ELA courses.
ELA	Grades 9-12	**Providing direct and explicit comprehension strategy instruction** - Carefully selecting text to use when beginning to teach a given strategy - Making sure that the text is appropriate for the reading level of students. - Providing the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.	Yes	Students applied strategies they learned to different texts. Students used comprehension strategies to explore texts.	Students excelled in state assessments- 100% proficiency in 2014-15 In semester I, one two students failed ELA for completed courses
ELA	Grades 9-12	**Increasing student motivation and engagement in literacy learning** - Establishing meaningful and	yes	Students demonstrate autonomy in learning. Higher student engagement in reading Students' engagement in strategies	Students demonstrated significant improvement - 100% of them were proficient on the state test for the two of 3 years

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		engaging content learning goals around essential ideas and specific learning processes - Making literacy experiences more relevant to student interests, everyday life, or important current events.		such as goal setting, self-directed learning and collaborative learning.	
ELA Math	9-12	**Using Technology to improve teaching and learning-Flipping the classroom**	yes	Independent research of students Academic improvement of students	Students advanced in the demonstrating their literacy skills. In grade 9, 21 of 192 (10.9%) of the students failed Alg 1 in at least one marking period, while just 4 (2.1%) failed in ELA. In grade 10, 18 students struggled in math while one failed a quarter in ELA. In grade 11, just 4 students struggled in math and one in ELA.
ELA Math	9-12	**Peer to peer teaching and learning**	yes	Students teaching their peers Higher level of student participation	Struggling students improved in addressing their deficiencies.
ELA Math	9-12	**Small group instruction**	yes	Improved student outcomes in identified areas	Struggling students improved. Only 8 students had to participate in the AHSA process.
ELA Math	9-12	**Solving Open Ended Word Problems**	yes	Improved performance on solving 'word problems' More collaboration among students in solving complex problems Use of algorithm in solving problems	CTE teachers used problem solving in their classes which helped the students performed better in their regular math courses. Performance of identified at risk students improved. In semester one, only one student failed a math course and three failed an ELA course
ELA	9-10 Students with disabilities	**READ 180**	yes	Increased lexile levels of students Improved performance in local and state tests Improved collaboration among	Students improved on improving their reading abilities as indicated in the increase of their lexile scores. Ninth graders gained an average of 194 points on their lexile score, while tenth

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				students	graders gained 77 points.
ELA	Grade 12	**Poetry Out Loud**	yes	Improved performance in LAL Participation in state competitions	All seniors participated in the program reciting, memorizing and performing classical works of poetry. Students competed at school level then proceeded to the Regional level, competing against other high schools. ELA teachers also benefited from this initiative.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math ELA	9-11 Partial proficient 12th graders	**Academic Support (Increased Learning Time) for Struggling Students** Students attend additional classes in language arts literacy in our before school, after school program and during the school day	Yes	Student attendance to classes Improved individual performance of students in local and state assessments	Twelve (48%) of 25 students were proficient in math in the Oct HSPA, while only one student took the test in ELA. In grade 9, identified students still struggled: 21 students failed Alg 1 in at least one quarter while just 4 failed at least one quarter in ELA. In grade 10, 17 and 1 student struggled in math and ELA respectively. In grade 11, just 5 students failed in a marking period in math.
Math ELA	Incoming 9th graders	**9th grade summer enrichment program**	Yes	Smooth transition of students to high school environment Improvement of knowledge and skills in content areas addressed	Students demonstrated significant improvement as evidenced by a 10.7% and 4.0% gain in mathematics and language arts respectively.
Math ELA	10th graders	**Academic Support-rising 10th graders**	Partial	Improved performance in local assessments Mastery of standards as demonstrated on local and state tests	There was a gain of 19.8% in math but a loss of 5.9% in ELA.
Math ELA	12th graders	**Academic Support-Rising 12th graders**	Yes	Improved performance in local assessments Mastery of standards as demonstrated on local and state tests	There was a 15.5% increase in student performance in math. In the Oct 14 HSPA performance, 12 (48%) of 25 students were proficient in mathematics. Only one student took the test in ELA. There was a 99.4% proficiency rate in ELA for 2015

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

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<td>ELA, Math</td>
<td>9-12</td>
<td>College Readiness
-PSAT, ACT, SAT preparation
AP preparation</td>
<td>Waiting on data</td>
<td>Student participation in test
Student performance in Reading, Writing, mathematics</td>
<td>Students registered and took the tests. Here are the results of the PSAT:
<table>
<tr><th></th><th colspan="3">Grade</th></tr>
<tr><td>9th Graders</td><td>9</td><td>10</td><td>11</td></tr>
<tr><td>Critical Reading</td><td>33.4</td><td>36.2</td><td>38.3</td></tr>
<tr><td>Mathematics</td><td>35.3</td><td>40.4</td><td>41.9</td></tr>
<tr><td>Writing Skills</td><td>30.1</td><td>33.8</td><td>34.8</td></tr>
<tr><td>Composite Scores</td><td>98.8</td><td>110.4</td><td>115.0</td></tr>
</table>
</td>
</tr>
</table>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas with emphasis on LAL and Math	All content areas: ELA Math Science Soc Studies Per Arts Technical Ed	Implementing the Common Core and state curriculum content Standards	Yes	Lessons plans are aligned to the common core standards CCSS are addressed by all instructors Instructional materials are aligned to curricula	100% of teachers were trained on using EdConnect to design and submit standards based lesson plans 100% of the teachers submit standards based lesson plans
Math and LAL	All content areas	Using Teachscape to improve instructional practice with the Framework for Teaching	Partially	Improved instructional practice as described in the evaluation instrument Instructors use of resources in Teachscape to improve their practice Instructors provide documents such as lesson plans, reflections electronically	Based on feedback only a small fraction of instructors completed PD training using Learn
All content areas with emphasis on LAL and Math	Math, ELA, Science	Offering ongoing, high quality professional development to all staff Providing one-to-one coaching to instructors	Yes	Improved instructional practice in addressing needs of diverse learners More collaboration among instructors in sharing best practices	Over 90% of instructors attended district sponsored PD in-service within the district. Over 90% of them are rated 'effective' or above on the teacher observation instrument.
All content areas	All content areas	Maintaining a consistent focus on improving instruction	Yes	Instructors collected and analyzed school-level data on student achievement to identify specific gaps in student learning. Teachers used formative data to analyze their instruction in light of student progress toward standards. Instructors established priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning.	Over 90% of instructors used EdConnect to administer benchmark assessments. They collected and analyzed data on individual student performance.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				School leaders and instructional staff monitored progress regularly, and systematically make adjustments to strengthen teaching and student learning.	
All content areas	All content areas	Differentiating instruction to address needs of diverse learners	Yes	Instructors continually assessed students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns Instructors used grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals Instructors used differentiated instructional strategies to include sp needs students in the general education curriculum and to respond to the unique needs of diverse learners Instructors use student-centered activities	100% of teachers designed and submitted lesson plans using EdConnect Many lesson plans indicate areas of modification
All content areas	Math, LAL, Social Studies, Science	***Using Technology to enhance teaching and learning:*** E-Learning platform Google docs Moodle, Flipping the classroom	Yes	Instructors: Used an e-learning platform to foster collaboration among staff Used Smart board Technology to design and deliver effective instruction Used graphing calculators, document cameras to improve student learning Consulted and collaborated directly	100% of teachers employ the use of technology in the classroom. Over 90% of them score a 3 or above in 'making appropriate use of available technology' when delivering lessons. Many teachers and students make extensive and imaginative use of the available technology.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				with teachers, and work with students for the purpose of modeling, demonstrating a lesson or team teaching Participated in professional learning communities to enable them to collaborate, share best practices and integrate 21st century skills into the classroom practice	
Science and Social Studies	All content areas	***Using collaborative planning to improve teaching*** Professional Learning Communities-Topics include: -Common Core Standards -The Framework for Teaching -Authentic Learning and Assessment -Problem based learning -Integration of Academic and CTE -Differentiated instruction -Integration of technology in instruction	Yes	Instructors: Collaborated in analyzing student performance data to improve teaching and learning Actively seek solutions and new ideas to improve their craft Worked cooperatively in teams to achieve common goals Encouraged and used experimentation as an opportunity to learn Reflected on pedagogical strategies to improve on lessons taught	Many teachers met formally or informally to discuss ways to improve their lesson design and delivery Teachers also worked collaboratively on lesson plans, sharing best practices
All content areas	All content areas	Engage teachers in aligning instruction with standards and benchmarks. Align curricular units to	Yes	Instructors designed curricular units in the various content areas Instructors shared units among staff in school and district	Over 75% of instructors in the various content areas met and collaboratively designed curricular units and assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		the common core and state standards			
Math and LAL	Math and LAL teachers, seniors	Recruiting outside consultants to provide job embedded Professional Development	Yes	Instructors benefited from model lessons delivered Consultants engaged teachers in collaborative reflection and planning of lessons, integrating the academic and Career and Technical Education programs	Over 90% of the instructors attended sessions conducted by outside consultants offered for six sessions during the first six months of the school year
Math, LAL, Science	Math, LAL and Science instructors, paraprofessionals	Using Student Performance Data to improve teaching and learning	Yes	Instructors: Disaggregated assessment data to identify and address areas of weakness Used formative assessments more frequently to measure student progress Used assessment data to identify and address gaps in learning Improved lesson design and delivery	100% of instructors logged into EdConnect to administer standards based benchmark assessments. Instructors retrieved student performance data, which was disaggregated by standards and items from the platform and used the information to inform their lesson design and delivery.
All content areas	Instructors, paraprofessionals, counselors	District approved training and workshops-training to enhance implementation of AP courses	Yes	Instructors designed and delivered more effective lessons Students were engaged in authentic learning activities Student achievement improved	Most instructors participated in out of district professional development training. At least one of them participated in AP training for Social Studies Instructors prepare students for AP Calculus and English Composition
All content areas	New teachers	Improving practice of non-tenured teachers through mentoring/coaching	Yes	New teachers transitioned successfully in the district Retention rate of teachers improved	All new teachers and mentors participated in new teacher orientation Retention rate of new teachers is very high

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas	All students/parents	Back to School Night	Yes	Attendance sheets Materials distributed, flyers and letters mailed out to all parents, communication on website	Many parents attended the back to school night/Annual parent meeting. They showed an active interest in the education of their children throughout the year.
All content areas	All students/ parents	Programs to Assist Students Academically	Yes	Attendance by parents and students Successful college and job placement Completion of key forms-FAFSA	Parents attended school events and benefited by the information and materials provided. They became more knowledgeable of school activities and the common core curriculum content standards. They were also aware of the importance of students being proficient on the state test.
All content areas	All students/parents	Language Assistance for Parents	Yes	Parents were briefed on the importance of their involvement. They were also given attendance policy along with an overview of HSPA testing materials.	Communication with non-English speaking parents led to more active involvement in students' school activities.
All content areas	All parents	Workshops HSPA, Financial Aid Workshop, NCLB	Yes	HSPA/Financial Aid materials distributed along with sample testing materials. These materials were very effective for both parents and students	Parents were able to review sample materials of the HSPA test and asked questions. Financial Aid work shop was done in PowerPoint presentation and parents got an opportunity to review the FAFSA application and ask questions.
All content areas	All students/parents	Parent-Teacher Conferences	Yes	Attendance by parents, students and staff. Individual teacher-parent conferences	Meetings were effective for parents, teachers and students. Individual academic needs and strengths were discussed.
All content areas	All students/ parents	Communications	Yes	Distribution of pamphlets, brochures, Parent Handbook, district parental involvement policy, parent compact and other correspondences.	Even though there were scheduled monthly meetings, it challenging for parents to attend. Instead, communication was done via the school website. Parents also attend fund raising events and other school activities. They also participated by following the progress

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					of their children. Over 95% of them logged in to Power School to monitor their children's performance
All content areas	All parents	PTSA	Yes	Monthly meetings by PTSA and parent participation in school activities	Attending monthly meetings by parents remain a challenge.
All content areas	Parents of freshmen	Other: Freshmen orientation Senior Parent Meeting	Yes	Large turnout of parents and students to event Consistent attendance of students to additional academic classes	Most parents attended the orientation of their children to the new school environment.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Dr Patricia Clark-Jeter		
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Terra Nova, Measures of Academic Progress (MAP), Local district-wide LAL assessments, HSPA, PSAT	Many incoming students performed at or slightly above grade level when they were enrolled but a large cohort of them performed below grade level and were in need of academic support. Reading scores on the Terra Nova ranged from 0.3 to 12+. PSAT scores also lag the average of the state and nation. With timely intervention, many of them made gains in their local courses. However, some students continued to struggle. Below is as summary of the performance of students in the PSAT in Oct 2014.

PSAT 2015	Mean Scores		
Critical Reading	**State**	**Nation**	**N13**
Grade 9	38.7	40.3	33.4
Grade 10	42.0	41.6	36.2
Grade 11	45.0	46.2	38.3

Over the past few years, students excelled in ELA on the state test. With the focus on student improvement a top priority, students should continue to do well on the new state test, PARCC. They will also be prepared to perform well on the PSAT, SAT and AP English Composition in their pursuit of being college ready by the time they graduate.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement - Writing</td><td>Terra Nova, Measures of Academic Progress (MAP), Local district-wide LAL assessments, HSPA, PSAT</td><td>Students continue to struggle with their Writing as indicated by the PSAT writing scores. However, with timely intervention they normally make significant gains as they progress to the upper grades.

<table><tr><th>PSAT 2015</th><th></th><th></th><th></th></tr><tr><td>Writing Skills</td><th>State</th><th>Nation</th><th>N13</th></tr><tr><td>Grade 9</td><td>37.0</td><td>38.5</td><td>30.1</td></tr><tr><td>Grade 10</td><td>40.2</td><td>39.5</td><td>33.8</td></tr><tr><td>Grade 11</td><td>43.5</td><td>44.7</td><td>34.8</td></tr></table>Scores on the HSPA over the last few years have been exceptional, with a proficiency rate of 100% for the past five consecutive years.</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Terra Nova, Measures of Academic Progress (MAP), Local district-wide Math assessments, HSPA</td><td>Student performance on local assessment and the PSAT indicate that they have significant gaps in learning. By providing academic support to the identified students, they will perform close to grade level and be career ready by the time they graduate.

<table><tr><th>PSAT 2015</th><th></th><th></th><th></th></tr><tr><td>Mathematics</td><th>State</th><th>Nation</th><th>N13</th></tr><tr><td>Grade 9</td><td>41.2</td><td>41.5</td><td>35.3</td></tr><tr><td>Grade 10</td><td>44.3</td><td>42.8</td><td>40.4</td></tr><tr><td>Grade 11</td><td>47.6</td><td>47.9</td><td>41.9</td></tr></table>Performance in mathematics on the state test has been consistently outstanding over the past few years. Over 87% of the students were proficient in the last three years.</td></tr>
<tr><td>Family and Community Engagement</td><td>Attendance at meetings, school fairs, back to school night, parent survey</td><td>Parental involvement has improved incrementally over the past few years. There is a functioning PTSA that met throughout the year. Many parents also participated in back to school night, school fair and other activities. With the parent portal of Power School available, many parents monitor their children’s progress using the Internet and communicated more with the staff.
The results of the parent survey were very positive-students are safe and teachers are focused on teaching and learning</td></tr>
</table>

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	Staff Survey, Observations	The district has an approved PD plan which provides opportunities for staff to improve their craft. With the School Improvement Panel, effort was made to offer targeted professional development to staff. Over 85% of the instructors participated in district sponsored targeted professional development activities throughout the year. Based on observational feedback, instructional practices have also improved with no teacher required to complete a Corrective Action Plan for 2016.
Leadership	Surveys, Student performance	The leadership of the school is stable. Academic outcomes of students have improved continuously over the past few years, especially on state standardized tests. The school is very safe, with staff providing a conducive social environment that promotes individual emotional safety. Over 92% of the staff indicated that they look forward to coming to work most days; 96% of them believe that the school is supportive and an inviting place for staff to work. The school leadership supports student development and pushes for various levels of instructional challenge and relevance, encouraging instructors and students to take ownership for teaching and learning. The leadership of the school also promotes personal pride in the success of students. Teachers at the school care whether or not the students are successful as indicated by the survey (96%). In addition, interpersonal communication between staff and school leaders is open and honest producing healthy, positive outcomes. School leadership also promotes community outreach and partnership with other agencies and institutions. Parents and community members are incorporated into the social and academic life of the school. And there is a strong and healthy partnership with other educational institutions. Over 69% of the parents are supportive of the school and its activities.
School Climate and Culture	Surveys	Survey results and student performance indicate that there is a positive culture in the school. There is high degree of open and honest communication among staff and between staff and school leaders. Many staff members volunteer to participate in extra-curricular activities that advance the cause of students and the school. The morale of the school community is high with staff and students taking pride in the process of teaching and learning. The environment fosters a culture for learning, which has contributed to a high degree of student success. Below is a summary of a 'climate and culture' staff survey conducted in the school.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		The results of the student survey also showed positive school climate. Over 80% of the students indicated that their teachers believe they can learn and over 91% of them always try their very best; they link hard work with success. Students also have a positive reaction toward their teachers, with over 77% of them saying their teachers want them to do their very best.
School-Based Youth Services	Feedback from SBYS team	The collaborative relationship between University Hospital and the Essex County Vocational Technical Schools began in 1986 with an afterschool peer leadership program known as ***Teens Networking Today for Tomorrow (TNT/ft).*** TNT/ft afterschool meetings in Newark Tech, Bloomfield Tech, and No. 13th Street School served 96 students during the 2014-2015 school year. Fifty-nine participants attended ten or more meetings, demonstrating a high degree of commitment to the program almost 30 years since its inception. TNT/ft members attend state-wide events such as the Lindsey Meyer Teen Institute, the NJ State Elks Peer Leadership Training Conference, and the ADAPT Teen Summit. Many TNT/ft members assume leadership roles in student government and school clubs and activities. In 1988, University Hospital expanded services through a grant for a School-Based Youth Services Program (SBYSP) funded by the New Jersey Department of Children and Families. The SBYSP offers counseling, health education and referral, recreation, and employment services to students. More than 700 students participated in individual and group services during the 2014-2015 school year. Students may receive individual and group counselling. Referrals are made by administrators, teachers, and students themselves. In addition, students are referred for crisis intervention in response to suicidal ideation, abuse or neglect, homelessness, violence, or mental illness. Outcomes include improved grades and attendance and fewer disciplinary referrals. Assemblies, seminars and workshops on sexual health, dating violence, fitness and nutrition, bullying, and cyber safety are offered to encourage the social and emotional growth of students. Special initiatives include the following: • ***Peer to Peer Mentorship*** **-** Seniors at No. 13th Street School were trained to implement early morning convocation events as well as classroom presentations for freshmen that provided encouragement and strategies for a successful transition to high school. • **Freshman Transition -** All members of the incoming freshman Class of 2018 attended anti-bullying assemblies featuring Dr. Mykee Fowlin and teambuilding activities at YMCA Camp Bernie.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		• **Pearls of Wisdom** - A schedule of monthly events was created to empower female students to shape their own destiny. • **My Life/My Choice** – An 8 session curriculum on Human Trafficking for girls was delivered by Prevent Child Abuse NJ. • **Male Empowerment** - An 4 session curriculum on Human Trafficking for boys was delivered by Prevent Child Abuse NJ. • **NJ Prep (Personal Responsibility Education Program**) - Aimed at lowering the risk of HIV/STIs and pregnancy, "Making Smart Choices" is an evidence based curriculum that promotes abstinence as the responsible choice, while also addressing topics such as healthy relationships, adolescent health and parent-child communication. The TNT School-Based Youth Services Program is part of a statewide initiative to place comprehensive services in or near schools.
Students with Disabilities	Measures of Academic Progress, (MAP), Local district-wide assessments, HSPA	The special needs students have been performing exceptionally well on mastering the state standards. Their performance on the state test has been outstanding. In 2014-15, 96.8% of the special needs students were proficient in language arts literacy and 77.4% were proficient in mathematics. Emphasis will be placed on improving performance in mathematics.
Homeless Students	N/A	There are no homeless students in this school
Migrant Students	N/A	There are no homeless students in this school
English Language Learners	N/A	There are no ELL students in this school
Economically Disadvantaged	Local and State Assessments	Over 80% of the students fall in this subgroup. Over the past few years, this subgroup has surpassed its performance target in both mathematics and language arts literacy. In ELA, proficiency rate was over 99%, while in math over 87% of the students were proficient.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The needs assessment process at the North 13th St Tech campus is ongoing and very comprehensive. Various techniques were employed in the collection of data to measure the effectiveness of the various programs in the school. To identify the strengths and deficiencies of students, a comprehensive assessment program was implemented using various local and outside assessments that are appropriate to each grade level. Students were assessed throughout the school year and the performance data disaggregated and analyzed in detail using the subgroups. Using the performance data, trends were identified in the instructional program, and used to inform the decision making process.

Frequent classroom observations of teachers by school and district administrators were also done to determine instructional quality and student engagement. The evaluation instrument used is based on The Framework for Teaching, which inherently supports effective teaching and professional learning. In addition, informal interviews and use of artifacts were used to gather evidence in the triangulation process.

To measure school climate, leadership and the effectiveness of our professional development program, various surveys were administered. The data collected from the staff, student and parent surveys were analyzed to determine the areas of strengths and deficiencies.
Information was also obtained at the various faculty and department meetings, where instructors provided feedback on the many programs we conducted in school. In addition, there were several meetings with teachers, consultants, administrators and other stakeholders that were designed to reflect on the past year and plans for next year.

2. What process did the school use to collect and compile data for student subgroups?

In all the schools there is a planned program to continuously collect and analyze student performance data throughout the school year. Before students are admitted and placed in one of the two programs of study that is customized to address their diverse needs, they are given the *3rd edition Terra Nova* placement test, which is used to identify their grade level performance. After admission, teachers continue to assess students to ensure they are scheduled in the appropriate program.

Throughout the year, standards based benchmark assessments were administered in all content areas to all students using an online platform, EdConnect. The performance data was compiled and analyzed by standards and items.

Progress of students is also closely monitored individually with periodic snapshots of grades taken from the Student Information System. Approximately every four weeks, the performance of students is extracted from the SIS and analyzed to identify struggling students. Identifying and addressing the needs of these students is done at the individual level, including meeting class periods. This process identifies the at risk students in each subgroup in an expeditious manner so that timely intervention can be implemented.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

In addition, the 9th, 10th and 11th graders also took the PSAT in October. Scores were analyzed to determine the level of student preparedness for college. As the school transition to the new PARCC assessments, emphasis will be placed on preparing students for a success in college and careers.

Here is the demographic student information of Newark Tech for 2014-15 school year.

N13	# of Students				
Subgroups	**9th**	**10th**	**11th**	**12th**	**Totals**
Asian	1	3	3	3	10
Black	75	64	72	61	272
Hispanic	109	104	98	81	392
White	3	0	0	3	6
Pac Is/Other	4	2	0	0	6
Econ Dis	161	159	154	122	596
Spec Nds	13	26	23	29	91
Totals	**192**	**173**	**173**	**148**	**686**

Data on student performance on state tests will be collected and analyzed as was done on the HSPA.

Below is an analysis of performance by subgroups of the 2014-15 cohort of students.

North 13th St	March '14						October '14			Mar-Oct	March '15			2014
Subgroups	**# students**	**# Prof.**	**# AP**	**% Prof**	**% Ad P**	**Total %**	**students**	**# Prof.**	**% Prof**	**Total %**	**students**	**# Prof.**	**% Prof**	**Total %**
Asian	3	3	0	100.0	0.0	100.0	0	0	N/A	100.0	0	0	N/A	100.0
Black	64	48	3	75.0	4.7	79.7	12	7	58.3	90.6	3	1	33.3	92.2
Hispanic	84	59	12	70.2	14.3	84.5	13	5	38.5	90.5	5	0	0	90.5
White	3	1	2	33.3	66.7	100.0	0	0	N/A	100.0	0	0	N/A	100.0
Econ Dis	124	88	15	71.0	12.1	83.1	20	9	45.0	90.3	7	1	0	91.1
Spec Needs	31	21	2	67.7	6.5	74.2	7	1	14.3	77.4	1	0	0	77.4
Total Students	154	111	17	72.1	11.0	83.1	25	12	48.0	90.9	12	1	12.5	91.6

Above: HSPA: Mathematics: 2014-15 cohort

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

North 13th St	March '14							October '14				2015
Subgroups	# students	APA	# Prof.	# AP	% Prof	% Ad P	Total %	students	# Prof.	# AP	% Prof	Total %
Asian	3	0	3	0	100	0	100.0	0	0	0	N/A	100.0
Black	64	0	63	1	98.4	1.6	100.0	0	0	0	N/A	100.0
Hispanic	84	0	79	4	94.0	4.8	98.8	1	0	0	0.0	98.8
White	3	0	2	1	66.7	33.3	100.0	0	0	0	N/A	100.0
Econ Dis	122	0	116	5	95.1	4.1	99.2	1	0	0	0.0	99.2
Spec Needs	31	0	29	1	93.5	3.2	96.8	1	0	0	0.0	96.8
Total Students	154	0	147	6	95.5	3.9	99.4	1	0	0	0.0	99.4

Above: HSPA: Language Arts Literacy: 2014-15 cohort

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Due to the relatively small size of this school, data is collected by grade level and content area from the entire student population. Trends are identified using detailed analyses of performance data over a few years. This information is used to guide adjustments to the program. Correlation of local assessment data to state test results are also done.

4. What did the data analysis reveal regarding classroom instruction?

Based on a comparison of the student performance data, there has been an incremental improvement in the proficiency rates in mathematics and language arts for the past five years. The performance in language arts has been exceptional over the past few years. In 2015, 99.8% of the students were proficient. Student performance for first time test takers was also remained high as shown below. However, the improvement of instructional quality is ongoing in addressing the needs of all subgroups with regards to implementing the common core standards in preparing students for success in college are careers.

The table below shows the comparison.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

N13	Mar '09	Mar '10	Mar '11	Mar '12	Mar '13	Mar '14
Subgroups	% prof					
Black	71.0	61.1	70.8	81.5	73.0	79.7
Hispanic	74.1	66.7	67.8	83.3	89.9	84.5
Econ Disadv	75.2	64.5	69.6	84.5	69.9	83.1
Special Needs	17.9	45.2	53.8	62.1	50.0	74.2
Total Students	71.1	63.8	69.5	83.4	81.6	83.1

N13	Mar '09	Mar '10	Mar '11	Mar '12	Mar '13	Mar '14
Subgroups	% prof					
Black	73.9	87.5	92.3	100.0	98.4	100
Hispanic	77.6	81.2	92.0	98.8	92.4	98.8
Econ Disadv	75.9	82.3	90.6	99.2	95.6	99.2
Special Needs	35.7	74.2	76.9	100.0	92.3	96.8
Total Students	72.3	84.4	91.6	99.3	94.7	99.4

Comparison of 1st time test takers, March 2014

MATH	Progress Targets					
Subgroup	2012	MPT?	2013	MPT?	2014	MPT?
Benchmarks	*81.4*		*83.1*		*84.8*	
Black	79.7	YES	86.8	YES	83.9	YES
Hispanic	81.1	YES	90.5	YES	91.3	YES
Econ Disadv.	80.8	YES	89.9	YES	88.2	YES
Sp Nds	73.1	YES	79.3	YES	57.7	N/A
Total Students	80.7	YES	89.7	YES	88.2	YES

LAL	Progress Targets					
Subgroup	2012	MPT?	2013	MPT?	2014	MPT?
Benchmarks	*90*		*90*		*90*	
Black	98.4	YES	100.0	YES	98.4	YES
Hispanic	100	YES	100.0	YES	97.5	YES
Econ Disadv.	99.2	YES	100.0	YES	97.8	YES
Sp Nds	96.2	YES	100.0	YES	100.0	YES
Total Students	99.3	YES	100.0	YES	97.4	YES

Three year performance: 2012-2014

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The ongoing, high level professional development offered during the previous years has paid dividends. Many teachers have responded well by improving their quality of instructional. As mentioned above, student achievement has improved in significantly in mathematics and language arts. The school has also made it performance targets for the past seven consecutive years and is poised to achieve it again in 2015. However, emphasis will be placed on implementing the common core standards, with an emphasis on the use of technology in designing and delivering effective lessons.

6. How does the school identify educationally at-risk students in a timely manner?

The student performance data on the Terra Nova 3rd edition test, which is administered in reading, language arts and mathematics, is used to identify students who need immediate academic support. Many of these students attend a 5-week summer enrichment program that offers targeted instruction in mathematics and language arts by highly qualified teachers. At the end of the program, instructors meet and discuss their performance so as to provide valuable information that will be used to schedule at-risk students with additional academic support. In addition,

during the first few weeks in the school year, instructors continuously assess students to identify those who are struggling so that they can be offered effective assistance.
In the comprehensive assessment program, students are assessed using local district-wide assessments throughout the year. Performance data are analyzed by classes and the performance of each student is examined in detail. Follow-up discussions on how best to address the needs of the at-risk students are done with the instructors and administrators. The student performance data is also used to inform instruction.

7. How does the school provide effective interventions to educationally at-risk students?

Academic support for at-risk students is provided throughout the year using various programs. Identified students are required to attend the before and after school classes and Saturday programs, which are closely monitored. In addition, students are provided with additional instruction in math and language arts for a period during the school day. In-class support is also available through peer teaching and learning. Moreover, students have access to web-based supplemental program that provides support in mathematics, language arts and science. For the special needs students, READ and MATH 180 are used.

8. How does the school address the needs of migrant students?

This school does not have any migrant students. However, support is provided to all students who are transferred within the school year.

9. How does the school address the needs of homeless students?

This school does not have any homeless students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

For many years, this school has relied heavily on the use of performance data to inform instructional practices. The frequent use of formative assessments by instructors was emphasized and supported. Instructors are intimately engaged in developing standards-based assessments and provide or suggest items in the development of the district-wide local assessments.

Training was also provided to all language arts and math instructors in the use of data in making instructional decisions by district administrators. They also participate in ongoing discussions of the assessment data at departmental and faculty meetings. More importantly, they use the performance data to inform their instructional strategies.

The input of teachers in valued in the school and their ideas and suggestions are always solicited. They play a crucial role in assessing and identifying students so that they are placed in the relevant instructional program. With their continuous input, student placement is always reviewed and the instructional program adjusted to match student needs.

With regards to curriculum, teams of teachers provide the primary input in all alignment to state and common core standards. These projects are often guided by outside experts and administers.

Teachers also take on leadership roles in mentoring teachers and implementing the evaluation system.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

North 13th St Tech ensures that all students transition smoothly to the new learning environment. Many of the incoming freshmen attend a 5-week summer enrichment program where they meet with some of their teachers who provide targeted instruct in mathematics and language arts literacy. Students also become aware of the expectations of the teachers and what is required of them. There is a freshmen orientation where students get a guided tour of the school and all the facilities available to them. Student s and parents also get to meet with the school leaders and other staff members who review school rules, policies and procedures of the school.

In addition, the school has a partnership with UMDNJ through the Teen Network Teen (TNT) initiative, whose staff members meet with students to address their fears and concerns about life as a high school student. Students are informed of the counseling services offered by the partnership and are given opportunities to interact with their peers and practicing "stepping out of their comfort zone".

Throughout the year, students are supported by school leaders, teachers, counselors and other staff. Their behavior and academic performance are closely monitored and timely intervention is provided when needed. There is also a Student Assistance Coordinator who is a member of the Intervention and Referral Services committee that provides targeted support.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The priority problems are identified using student performance data as measured by the various assessment instruments. Performance data is analyzed over an extended period of time so as to identify trends. Other evidence is also collected to determine the root cause of the problems. Where possible, triangulation of the evidence is employed to ascertain definitive priority problems. Even though this school has made the performance targets for the past ten years, the priority is to improve student preparation for success in college and careers.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

<table>
<tr><th></th><th>#1</th><th>#2</th></tr>
<tr><td>Name of priority problem</td><td>Closing the achievement gap in language arts literacy. Even though the performance on state test in ELA has been very strong over the past few years, the Oct PSAT results revealed that students still struggle in their goal to be college and career ready. The priority will be to maintain high student performance in ELA by all subgroups in each grade level as measured by career ready indicators such as PARCC, PSAT and AP English Lit & Composition.</td><td>Closing the achievement gap in mathematics. Even though the performance on state test in mathematics has been very strong over the past few years, the Oct PSAT results revealed that students still struggle in their goal to be college and career ready. The priority will be to maintain high student performance in mathematics by all subgroups in each grade level as measured by career ready indicators such as PARCC, PSAT and AP Calculus.</td></tr>
<tr><td>Describe the priority problem using at least two data sources</td><td>Based on Terra Nova and NJ ASK scores, many experience learning gaps in Reading and Language arts. The average PSAT scores in Reading and Writing were also below the state and National average, as shown below. Only 14.2% and 11.2% of the 10th and 11th graders respectively are on track to be career ready.

<table>
<tr><th>PSAT 2015</th><th colspan="3">Mean Scores</th></tr>
<tr><th>Critical Reading</th><th>State</th><th>Nation</th><th>N13</th></tr>
<tr><td>Grade 9</td><td>38.7</td><td>40.3</td><td>33.4</td></tr>
<tr><td>Grade 10</td><td>42.0</td><td>41.6</td><td>36.2</td></tr>
<tr><td>Grade 11</td><td>45.0</td><td>46.2</td><td>38.3</td></tr>
</table>

<table>
<tr><th>PSAT 2015</th><th colspan="3"></th></tr>
<tr><th>Writing Skills</th><th>State</th><th>Nation</th><th>N13</th></tr>
<tr><td>Grade 9</td><td>37.0</td><td>38.5</td><td>30.1</td></tr>
<tr><td>Grade 10</td><td>40.2</td><td>39.5</td><td>33.8</td></tr>
<tr><td>Grade 11</td><td>43.5</td><td>44.7</td><td>34.8</td></tr>
</table></td><td>Based on Terra Nova and NJ ASK scores, many experience learning gaps in Math. The average PSAT scores in Mathematics were also below the state and National average, as shown below. Only 14.2% and 11.2% of the 10th and 11th graders respectively are on track to be career ready.

<table>
<tr><th>PSAT 2015</th><th colspan="3"></th></tr>
<tr><th>Mathematics</th><th>State</th><th>Nation</th><th>N13</th></tr>
<tr><td>Grade 9</td><td>41.2</td><td>41.5</td><td>35.3</td></tr>
<tr><td>Grade 10</td><td>44.3</td><td>42.8</td><td>40.4</td></tr>
<tr><td>Grade 11</td><td>47.6</td><td>47.9</td><td>41.9</td></tr>
</table>

In Calculus, the scores for 2014 were:
Score # students
4 0
3 0
2 0
1 15</td></tr>
</table>

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

	<table><tr><th>College Readiness</th><th>State</th><th>Nation</th><th>N13</th></tr><tr><td>Grade 10</td><td>133</td><td>37.2%</td><td>14.2%</td></tr><tr><td>Grade 11</td><td>142</td><td>45.8%</td><td>11.2%</td></tr></table> In English Lit & Composition, the scores for 2014 were: Score # students 4 0 3 0 2 11 1 9	
Describe the root causes of the problem	Most of the incoming students enter the school, lacking skills in the core content areas. Many struggle to perform at grade level. With timely identification and intervention, many of the students make the required gains by the time they graduate.	Most of the incoming students enter the school, lacking skills in the core content areas. Many struggle to perform at grade level. With timely identification and intervention, many of the students make the required gains by the time they graduate.
Subgroups or populations addressed	Performance targets were met by all subgroups in 2015. For 2016, emphasis will be placed on maintaining high performance by all subgroups and on students scoring well in the AP courses, PSAT, SAT and PARCC	Performance targets were met by all subgroups in 2015. For 2016, emphasis will be placed on maintaining high performance by all subgroups and on students scoring well in the AP courses, PSAT, SAT and PARCC
Related content area missed (i.e., ELA, Mathematics)	Performance targets were achieved for the sixth consecutive year	Performance targets were achieved for the sixth consecutive year
Name of scientifically research based intervention to address priority problems	Using assessment data to inform teaching and learning Using formative assessments to accelerate learning Providing increased instructional time Using research-based instructional strategies Offering job-embedded, high quality professional development to instructors and in-class support. Using supplemental instructional program to improve writing and reading. Using the F*ramework of Teaching* to improve instructional quality. Using the nine research-based instructional strategies by Marzano.	Using assessment data to inform teaching and learning Using formative assessments to accelerate learning Providing increased instructional time Using research-based instructional strategies Offering job-embedded, high quality professional development to instructors and in-class support. Using supplemental instructional to improve skills in mathematics Using the F*ramework of Teaching* to improve instructional quality. Using the nine research-based instructional strategies by Marzano.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

How does the intervention align with the Common Core State Standards?	The language arts literacy curriculum is aligned to the common core standards. Lessons designed and delivered are aligned to local curricula.	The mathematic curriculum is aligned to the common core standards. Lessons designed and delivered are aligned to local curricula.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Improving parental involvement and community outreach	
Describe the priority problem using at least two data sources	Parental attendance and involvement at monthly meetings is sometimes less than 10%. Participation in school events is also low and can be improved.	
Describe the root causes of the problem	Employment obligations by parents and difficulty with transportation to school prevent many parents from attending school activities	
Subgroups or populations addressed	All students, parents	
Related content area missed (i.e., ELA, Mathematics)	None	
Name of scientifically research based intervention to address priority problems	COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTSA, school councils, committees, and other parent organizations	
How does the intervention align with the Common Core State Standards?	Parents can monitor student mastery of curricular standards which are aligned to the state and common core standards in various ways such as Progress and Report Cards and using PowerSchool.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA, Mathematics Science	Grades 9-12	**Using Research based Instructional Strategies** -Cooperative Learning -Homework and Practice - Setting Objectives and Providing Feedback - Reinforcing Effort and Providing Recognition - Summarizing and Note Taking - Identifying Similarities and Differences - Nonlinguistic Representations	Ms Carbonell Ms Landis Ms Morales Mr Lima Mr McNanna Dr Jeter Mr. B. Singh	Improved student performance on local and state assessments Differentiation of lesson design and delivery to address diverse learners	Use of researched based instructional strategies have improved student outcomes
ELA, Mathematics Science	Grades 9-12	**Using student assessment data to improve teaching and learning** - Continuously using student data (formative and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	Ms Carbonell Ms Landis, Ms Morales Mr Lima Mr McNanna Dr Jeter Mr. B. Singh	Assessing students frequently throughout the school year to determine progress toward performance targets Developing performance trend of students in class and school, including disaggregation of data by subgroups	Targeted instruction designed to address identified learning gaps enhances performance
All content areas	Grades 9-12	**Teaching students to examine their own data and set learning goals** - Explaining expectations and assessment criteria.	Ms Carbonell Ms Landis, Ms Morales Dr Jeter Mr McNanna	Developing students' performance targets Students monitoring their performance using their individual data and making adjustments to	Setting learning goals and working to achieve them with feedback along the way has improved student outcomes

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		- Providing feedback that is timely, specific, well formatted, and constructive to students - Using students' data analyses to guide instructional changes. - Monitoring progress and making adjustments.	Mr. B. Singh	their learning	
ELA, Math	9-12	**Using Technology to improve teaching and learning-Flipping the classroom**	Ms Morales Ms Landis Mr B. Singh	Independent research of students Academic improvement of students	Increased instructional time improves academic outcomes. Quick access to information facilitates learning
ELA, Math	9-12	**Peer to peer teaching and learning**	Dr Jeter Mr McNanna	Students teaching their peers Higher level of student participation	Peer teaching and learning accelerates learning
ELA, Math	9-12	**Small group instruction**	Dr Jeter Mr McNanna	Improved student outcomes in identified areas	One to one focused instruction is effective in addressing individual needs
Mathematics	9-12	**Solving Open Ended Word Problems**	Ms Landis	Improved performance on solving 'word problems' More collaboration among students in solving complex problems Use of algorithm in solving problems	Solving word problems improve performance current and succeeding higher level courses
ELA	9-10 Students with disabilities	**READ 180**	Dr Zelkowitz Dr Jeter Mr McNanna	Increased lexile levels of students Improved performance in local and state tests Improved collaboration among students	READ 180 is a research based program that was shown to improve lexile scores of students.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA and Mathematics	9-12	**Academic Support (Increased Learning Time) for Struggling Students** Students attend additional classes in language arts literacy in our before school, after school program and during the school day	Dr Jeter Mr McNanna	Student attendance to classes Improved individual performance of students in local and state assessments	Increased targeted instruction enhances academic performance One on one and peer teaching enhances learning Increasing instructional time is directed linked to improved student performance
Mathematics, reading, writing and Technology	Incoming 9th graders	**9th grade summer enrichment program**	B. Singh D. Carbonell Ms Landis Ms Morales	Smooth transition of students to high school environment' Improvement of knowledge and skills in content areas addressed	Additional targeted instruction on specific areas of need will close the learning gaps and improve students' knowledge and skills in math and ELA
ELA, Math	9-12	**College Readiness -PSAT, ACT, SAT preparation** **AP preparation**	B. Singh D. Carbonell Ms Landis Ms Morales Dr Jeter Mr McNanna	Student participation in test Student performance in Reading, Writing, mathematics	Targeted instruction and review of specific strategies improve performance on PSAT, ACT, SAT and AP courses
All Content	Grades 10-12	Increased learning time using technology-one to one laptop program	Dr Jeter Mr McNanna	Completion of additional college level courses, Improved student outcomes	Use of technology can enhance teaching and learning

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)**
All content areas: ELA Math Science Soc Studies Per Arts Technical Ed	All teachers	Implementing the Common Core and state curriculum content Standards	Dr Jeter Mr McNanna Ms Carbonell Ms Landis Ms Morales Mr Singh	Lessons plans are aligned to the common core standards CCSS are addressed by all instructors Instructional materials are aligned to curricula	Implementing the common core standards is crucial for the transferability of skills and knowledge Implementing the common core will prepare students to succeed in college and careers
All content areas	All teachers and paraprofessionals	Using Teachscape to improve instructional practice with the Framework for Teaching	Dr Jeter Mr McNanna Ms Carbonell Ms Landis Ms Morales Mr Singh	Improved instructional practice as described in the evaluation instrument Instructors use of resources in Teachscape to improve their practice Instructors provide documents such as lesson plans, reflections electronically	Using the Framework for Teaching rubric has improved student achievement
All content areas	All instructors	Differentiating instruction to address needs of diverse	Dr Jeter Mr McNanna Ms Carbonell Ms Landis Ms Morales Mr Singh	Instructors continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns Instructors use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals Instructors use differentiated instructional strategies to include ELL students in the general education curriculum and to respond to the unique needs of diverse learners	Using performance data to inform instructional practice is a regarded as a best practice

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
				Instructors use student-centered activities	
Math, LAL, Social Studies, Science	All instructors and paraprofessional	***Using Technology to enhance teaching and learning:*** E-Learning platform Google docs Moodle, Flipping the classroom	B. Singh Mr Wilson	Instructors will: Use an e-learning platform to foster collaboration among staff Use Smart board Technology to design and deliver effective instruction Use graphing calculators, document cameras to improve student learning Consult and collaborate directly with teachers, and work with students for the purpose of modeling, demonstrating a lesson or team teaching Participate in professional learning communities to enable them to collaborate, share best practices and integrate 21st century skills into the classroom practice	Use of technology can enhance teaching and learning
All content areas	All Instructors	***Using collaborative planning to improve teaching*** Professional Learning Communities-Topics include: -Common Core Standards -The Framework for Teaching	ScIP members	Instructors will: Collaborate in analyzing student performance data to improve teaching and learning Actively seek solutions and new ideas to improve their craft Work cooperatively in teams to achieve common goals Encourage and use experimentation as an opportunity to learn	This is a research based strategy that proved to be successful in improving student achievement. The work of Dufour, Ford, NSDC and Eaker is widely known.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)**
		-Authentic Learning and Assessment -Problem based learning -Integration of Academic and CTE -Differentiated instruction -Integration of technology in instruction		Reflect on pedagogical strategies to improve on lessons taught	
All Content areas	All instructors	Engage teachers in aligning instruction with standards and benchmarks. Align curricular units to the common core and state standards	Ms Carbonell	Instructors will design curricular units in the various content areas Instructors will share developed units among staff in school and district	Instruction that is grounded in the state approved curriculum will address the core content to be learned. Mastery of the curriculum is linked to the alignment of lessons plans to the standards.
Math, LAL, Science	Math, LAL and Science instructors, paraprofessionals	Using Student Performance Data to improve teaching and learning	Ms Landis Ms Morales B. Singh	Instructors will: Disaggregate assessment data to identify and address areas of weakness Use formative assessments more frequently to measure student progress Using assessment data to identify and address gaps in learning Improving lesson design and delivery	The ongoing use of formative assessment and student performance data to inform teaching and learning significantly improves student learning. The research of Black and Wiliam in this area is well established and accepted in the educational community.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All content areas	Instructors, paraprofessionals, counselors	District approved training and workshops-training to enhance implementation of AP courses	Instructors Dr Jeter	Instructors will design and deliver more effective lessons Students will be engaged in authentic learning activities Student achievement will improve	DOE recommended training and other activities aligned to the PD standards are supported by the district
All content areas	New teachers	Improving practice of non-tenured teachers through mentoring/coaching	ScIP committee	New teachers will transition successfully in the district Retention rate of teachers will improve	On-going support for new teachers is crucial for their success

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
   Evaluation of all programs is done at the end of the school year. The supervisor of program accountability is responsible for the evaluation which is done by district staff.

2. What barriers or challenges does the school anticipate during the implementation process?
   Based on student outcomes, implementation of various programs has been successful. Logistical challenges of scheduling teachers for training and improving attendance to academic support classes will be addressed. Instructors are fully supportive of the measures used in improving student academic outcomes.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   Ongoing meetings are conducted to inform stakeholders of the initiatives to be implemented. Instructional decisions are also made with the input from the representatives of the teachers' association, which facilitates buy-in from teachers. Moreover, administrators recruit teachers to work in the academic support programs-summer, before/after school.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   To determine perceptions of staff, surveys are done. Evidence is may also be collected in ongoing conversations with staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?
   Parents will participate in a survey.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

6. How will the school structure interventions?
   Student performance data is collected and analyzed continuously to identify and address the needs of struggling students. Academic support is not only provided by teachers in the regular scheduled classes but also in the summer and the before and after school program. Identified students attend summer school enrichment classes for 100 hours in the summer where they benefit from high level instruction in math and ELA. In addition, select students are provided with a period of additional instruction in math and language arts during the school day.

7. How frequently will students receive instructional interventions?
   Students attend academic support classes for an hour a day before or after school for four days a week. Identified students also attend summer academic support classes from 8:30 to 12: 45 pm for 5 weeks days.

8. What resources/ technologies will the school use to support the schoolwide program?
   There are many classrooms that have installed desk pcs with Internet access. There are also many laptop carts which are used to deliver and measure effective instruction with online resources. The bandwidth at the school has been upgraded to support efficient use of Internet resources. Staff and students are provided with other technological devices such as smart board, document cameras, instructional software, calculators (scientific and TI-84 Inspire).

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
   Student performance data is collected and analyzed on the various intervention programs. The progress of students is closely monitored throughout the school year, with several snapshots being taken before the end of a term. The data is analyzed and compared with previously collected dated so that performance trends can be established.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
    The results of school programs are disseminated at various forums-departmental meetings, faculty meetings, public board meetings, district website, and parent meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All content areas	All students/parents	**Frequent communication with parents**	Dr Jeter Mr McNanna	Support and input from parents Improved student performance Improved student response in class Offering academic support to parents –curriculum, assessment, PD. Providing periodic progress and report cards Providing online access to student performance	Two-way, school-home communication is linked to improved learning. Helping parents to help their children meet standards will improve student achievement. Connecting members of the school community to support student learning will boost school climate and culture for learning
All content areas	All students/ parents	**Back to School Night/Annual Parent Meeting** Parents are informed of their children's progress by individual instructors. They also experience being in the school environment and establish communication with school personnel.	Dr Jeter Mr McNanna Ms Wallace	Improved attendance of parents and students to meet with teachers. Less disciplinary problems by students. Improved student performance Parent involvement policies, classroom visit policies, and homework policies are clear, constructive, and frequently communicated to parents and teachers.	The research linking the degree of parental involvement to student achievement is well established.
All content areas	All parents	Programs to Assist Students Academically Training on PARCC, Financial Aid, Common Core	Ms Wallace Dr Jeter	Student participation in extra-curricular activities Improved attendance of parents and students to school events.	Parents become more empowered in guiding and helping their children in preparing for the PARCC, PSAT, SAT and post-secondary education.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Standards		More active learning by students. Improved student performance	Parents also are able to emulate their children in classroom settings to better understand the high school experience.
All content areas	All students/ parents	Parent-Teacher Conferences	Dr Jeter Mr McNanna	Increase in parental attendance at conferences Increase in passing rate of students Improvement of student attendance Decrease of disciplinary problems Parents meet with teachers to discuss their children's progress in school and home-based study and reading habits.	The one-on-one conferences between teachers and parents are powerful in addressing the academic needs of the students.
All content areas	All students/ parents	Other: Freshmen orientation Senior Parent Meeting Adopt school-parent compact and distribute to parents and students	Ms Wallace Dr Jeter Mr McNanna	Improved attendance by parents and students Consistent attendance of AHSA seniors to additional academic classes Parent policies, activities, and programs cultivate the 'curriculum of the home.' Parents receive regular, jargon-free communication about learning standards, their children's progress, and the parents' role in their children's school success. Parents receive practical guidance to maintain regular and supportive verbal interaction with their children. Parents receive practical guidance to	Orientation of 9th grade students with their parents facilitate smooth transition of students to new school environment and to meet high school rigor and standards

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				encourage their children's regular reading habits at home. Parents receive practical guidance to model and encourage respectful and responsible behaviors.	
All Subjects	All Students	Build and maintain partnership with community-colleges, businesses, family and community	Dr Jeter Mr Simonsen Ms Landis Ms Morales	Partnership with college Student enrollment in college courses	Partnership with businesses and colleges will prepare students for success in college and careers

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
   With more frequent communication with parents and the community, parents will be more engaged in the activities of the school. They will monitor their children's performance more closely with the use of the parent portal, progress reports and report cards. With more up to date information on student progress, they will communicate with teachers and school leaders on an ongoing basis. With the focus on improved student outcomes, the priority problems will be addressed.

2. How will the school engage parents in the development of the written parent involvement policy?
   With the assistance of the parent coordinator, regular meetings with parents will be facilitated. The Parent, Teachers Students Association (PTSA) meets on a monthly basis to discuss and review the progress of the school. The parent involvement policy will be developed with input from the PTSA.

3. How will the school distribute its written parent involvement policy?
   The parent involvement policy will be distributed to parents at the freshmen orientation and at PTSA meetings. Copies will be mailed to those who do not attend. The policy will also be posted on the school's website.

4. How will the school engage parents in the development of the school-parent compact?
   With the assistance of the parent coordinator, regular meetings with parents will be facilitated. The Parent, Teachers Students Association (PTSA) meets on a monthly basis to discuss and review the progress of the school. The school-compact will be developed with input from the PTSA.

5. How will the school ensure that parents receive and review the school-parent compact?
   The school compact will be distributed to parents at the freshmen orientation and at PTSA meetings. A copy will be mailed to those who don't receive it. The compact will also be posted on the school's website.

6. How will the school report its student achievement data to families and the community?
   Student achievement data is provided to the public through PTSA meetings, school's website, board meetings and reports, which are mailed to parents. Parents can also use the parent portal of PowerSchool to access data of the performance of their children.

7. How will the school use notify families and the community if the district has not met its annual measurable objectives for Title III?
   N/A

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

8. How will the school inform families and the community of the school's disaggregated assessment results?
Student achievement data is provided to the public through PTSA meetings, school's website, and board meetings. Data charts are also posted in the school. Instructors also use power point to present performance data to students.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
Input from parents will be solicited at parent meetings. They also give their input by responding to an electronic survey. Information is analyzed and used to develop the plan.

10. How will the school inform families about the academic achievement of their child/children?
Families are informed about the academic achievement of their children on a regular basis. Progress and report cards are mailed periodically. Parents can also access real time data on their children's from the teachers' grade books by logging into the parent portal of Power School. For at risk students, teachers and counselors will make personal contact with the parents.

11. On what specific strategies will the school use its 2015-16 parent involvement funds?

Funds will be used for the salary and benefits of the parent coordinator who will coordinate and manage the activities of the school. Funds will used be used to maintain the website in communicating with parents and other stakeholders. In addition, funds will be used to purchase pamphlets, parent literature and the mailing of parent letters.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	61 100%	The district offers continuous support to teachers through its mentoring and coaching program. Non-tenured teachers participate in feedback sessions with their mentors, in which they are provided with the necessary skills and knowledge to successfully overcome any potential challenges. The support is done at no cost to the participants: mentoring and coaching fees are paid by the district. Administrators also provide ongoing support for teachers by coaching them in areas that will improve their performance.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	5 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Partnerships with Universities The school district has a very good relationship with universities such as the NJCU and Montclair State. Many aspiring teachers are recommended to complete their teaching internship in our district. A few of these interns have been hired as teachers in the district. In addition, supervisors are pro-active in doing onsite recruitment at various universities.	Ms Morales Ms Landis Ms Carbonell
Mentoring/Coaching/Induction The district has a very effective mentoring program that vigorously supports non-tenured teachers throughout the year. Mentors and mentees meet at once per week for 30 weeks (34 weeks for mentees with CE). New teachers with standard certificate also get coaching for the first three months after hire. New teachers and their mentors attend two-day induction training to the district in the summer prior to the beginning of the year. As an incentive, the mentoring fees for the mentor and the mentee are paid by the district.	School Improvement Panel
Networking Principals and supervisors are part of a network of educators who share information with regards to recruiting highly qualified teachers. Many teachers have been recruited as a result of this network.	Principals, Supervisors